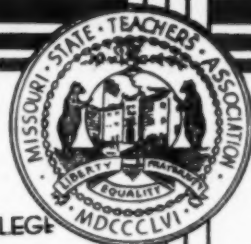


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School and ★ Community

May, 1947

Volume XXXIII Number 5

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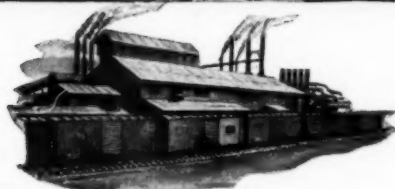
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School and COMMUNITY

INKS FRANKLIN
Editor

EVERETT KEITH
Executive Secretary

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MAY,

1947

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No. 5

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Change of Address. If you have your address changed give old as well as new address.

Send All Contributions to the Editor

General Officers

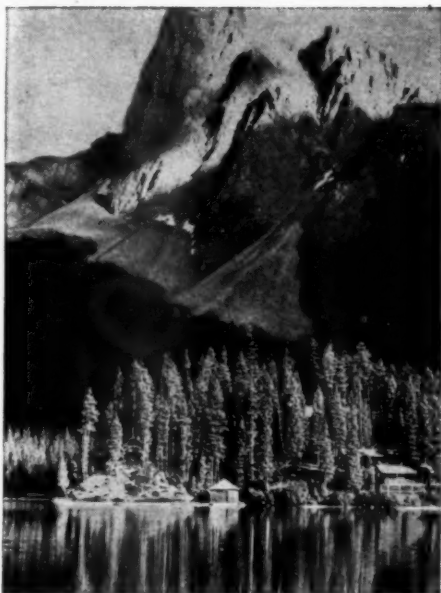
Mary B. Womack, President, St. Louis, Dewey School; Irvin F. Coyle, 1st V.-Pres., Flat River, Dean Junior College; Viola Brandt, 2nd V.-Pres., Kirksville, Supervisor, Northeast Missouri District; Marie Burrus, 3rd V.-Pres., Kansas City, East High School; Everett Keith, Columbia, Secretary-Treasurer; Inks Franklin, Columbia, Editor, School and Community and Assistant Secretary; Gordon Benfrow, Director of Field Service, Columbia; Marvin Shamberger, Director of Research, Columbia.

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Legislative Developments

Progress of Legislation as of April 12

House Bill No. 194 and *H. B. 245*, tenure laws applicable to Kansas City, are in the House Committee on Education. It is reported a committee substitute is being prepared.

House Bill No. 318, providing for the licensing and regulation of private trade schools, is in the House Committee on Education.

House Bill No. 350, introduced by Representatives Columbo and Murphy, pertains to the appointment of members of the Board of Education in St. Louis City.

House Bill No. 371, introduced by Representative McCauley, increases salaries of county superintendents in counties of the second class.

House Bill No. 379, introduced by Representatives Brown, Cruce, Speer, Tanner (9th Dist., Jackson), and Brier, reduces the rate of the state income tax.

House Bill No. 399, introduced by Representatives Bubon, Bauman, Uxa, Schendel, Eaves, Siefert, Thomas, Roos, Smith (of St. Louis), Sendlein, Massingale, Rickoff, Bush, Thuner, Thompson, Ebrite, Wallace (of Buchanan) Whinrey, Mahnkey, Miller, Cord, Witte and Alexander, cuts the state income tax in half and authorizes cities to levy an equal tax on income.

One-third of the state income tax goes to the state school fund and this year it amounted to more than \$4,500,000. Last year 19% of the moneys apportioned to schools came from the income tax and 93 counties received from the income tax more school money than the total state income tax paid.

House Bill No. 407, introduced by Representative Pope and others, relates to the levying of a property tax on the accounts of credit unions.

House Bill No. 409, creating a Children's Code Commission, is on the House Calendar for perfection.

House Bill No. 413, introduced by Representatives Bryant (of Daviess) and Farquhar, relates to the establishment of prior service credit in the Missouri Public School Retirement System. It makes it possible for anyone who has taught ten years or more in Missouri to establish prior service credit

by teaching the school year 1947-1948 and by making contributions for the school year 1946-47. It also extends the time for the establishment of prior service credit for former teachers employed by the State or Federal Government.

House Bill No. 415, introduced by Representatives Snyder and Gavin, changes the method of determining the rate of taxation for school purposes on railroad and street car companies in counties of the first class.

House Bill No. 416, introduced by Representative Sherman, gives Boards of Education the authority to transport pupils of annexed districts.

House Bills No. 434, 440 and 441, introduced by Representative Columbo, amends the St. Louis Retirement System.

House Bill No. 444, introduced by Representative Witte and others, places all school employees under the Missouri Public School Retirement System.

Senate Bill No. 200, introduced by Senator Keating, applicable to counties of the first class, providing that a school district may appeal to the County Board of Equalization and to the State Tax Commission, is in the Senate Committee on Judiciary.

Senate Bill No. 201, introduced by Senator Keating, amending the Retirement System in Kansas City, is in the Senate Committee on Education.

Senate Bill No. 202, introduced by Senator Smith, authorizing county board of equalization to make studies and investigations of assessments and authorizing boards of education to pay part of the cost, is in the Senate Committee on Judiciary.

Senate Bill No. 203, introduced by Senator Napier, requiring school districts in their curriculum to maintain a substantial compliance with a minimum standard or course of study prescribed by the State Board of Education and providing for withholding of state aid for non-compliance, is in the Senate Committee on Education.

Senate Bill No. 204, introduced by Senator Williams, would prohibit strikes by

public employees including teachers. It prescribes penalties for violation of the act.

Senate Bill No. 205, introduced by Senator Madison, relates to the annexation of certain classes of school districts.

Senate Resolution No. 42, offered by Senator Napier and adopted by the Senate, authorizes an investigation of the curriculum of the public schools. The Resolution was referred to the Senate Committee on Education.

Bills Changing Status

Committee Substitute for House Bill No. 13, providing that the extension of the limits of any town or city contained in a county of the first class shall not be affected by the provisions of Section 10466, Revised Statutes of Missouri, 1939, is on the House Calendar for final passage.

House Bill No. 19, pertaining to vehicle safety, including school busses, has passed the House and the companion measure H. B. No. 20 is on the Informal Calendar of the House for final passage.

House Bill No. 128, relating to the regulation of child labor and the prohibiting of the employment of children in certain occupations, is on the House Calendar for perfection.

House Bill No. 129, extending the compulsory school attendance ages and providing for attendance teachers to assist in the enforcement of the law, is on the House Calendar for final passage.

House Bill No. 155, giving the County Court the authority to simplify the procedure of the election upon the proposal to distribute the capital of county and township funds, is on the House Calendar for final passage.

House Bill No. 171, appropriating one-third of the general revenue for the support of public schools for the fiscal year ending June 30, 1948, is on the Senate Calendar for final passage. The bill contains the appropriation for the State Department of Education.

House Bill No. 176, containing the appropriation for the State's institutions of higher learning, is in the Senate Appropriations Committee.

House Bill No. 231, clarifying the law relative to state grading of papers for

county certificates and eliminating the endorsement of third grade certificates, is on the House Calendar for final passage.

House Bill No. 337, extending the time for the establishment of prior service credit for teacher-members of the State Legislature or the National Congress, is on the House Calendar for final passage.

Committee Substitute for Senate Bill No. 4, pertaining to the teaching of the Constitution of the United States, the Constitution of Missouri, and American history, is on the Senate Calendar for final passage.

Senate Bill No. 83, Providing state aid for kindergartens and raising the school age to 21 years, is in the Senate Committee on Education.

Senate Bill No. 84, making possible the charging of the sending district the difference between \$3.00 state aid and the per pupil cost, is on the Senate Calendar for Perfection.

Senate Bill No. 183, providing for the establishment of special school district in St. Louis County, is in the Senate Committee on Education.

House Bill No. 83, providing for the reorganization of school districts, is still in the House Committee on Education. Hearings were held on March 26 and April 23.

Teachers Salaries

House Bill No. 59 and 60, were before the House Appropriations Committee for the last hearing on April 15.

Minimum Salaries

House Bill No. 261, is in the House Committee on Education.

Senate Bill No. 142, is in the Senate Committee on Education.

There has been a tendency for some members of the Legislature to want to postpone action on educational measures pending the completion of the survey. This policy might be a wise one in connection with certain phases of educational legislation. However, when it comes to the matter of additional funds for teachers salaries, we fail to see that there would be any possible excuse for delay. Surely any reputable survey will reveal that it will be necessary to increase teachers salaries.

NEA's 1947 Summer Travel Program

Four centuries of life in the New World will be unfolded in the 1947 series of tours conducted by the Division of Travel Service of the National Education Association. Tours will be operated to Mexico, Cuba and the West Indies, and the New England States and Canada. All tour programs are developed in close cooperation with the teachers of the host country.

Besides a full sight-seeing schedule of interesting and historic scenes, NEA tours offer these additional features. Meeting with teachers and members of other occupational groups in each country will serve to give members a realistic interpretation of the life, culture and problems of the areas visited. Special social events are arranged so that tour members will meet the host teachers under optimum conditions.

Carefully developed orientation sessions will enable tour members to understand what they see in the country they are visiting. During informal meetings outstanding authorities in each of the countries will interpret the history, geography, economy and social customs of the region.

Furthermore, in Cuba, the West Indies and in Canada, members of the tours will attend conferences with the host teachers to develop means of better understanding and cooperation between the teachers of the two countries. In Mexico a series of special meetings will be held at which leading Mexican writers, government officials and archeologists will speak. These events are being arranged by the teachers in the capital city.

Where schools are in session during the summer months, tour members may visit schools of their choice accompanied by an English-speaking local teacher.

All tours will be conducted between June 15 and Labor Day.

Mexico

Tours to Mexico will be of two types: a 20-day tour by chartered bus over the spectacular Pan American Highway leaving from San Antonio; and a 19-day air tour from Los Angeles.

The bus tours will stop in Laredo, Texas, then cross the Rio Grande and drive down the

highway, stopping at Monterrey and tropical Valles before reaching Mexico City. For eight days members of the tours will visit the fascinating capital and surrounding points of scenic and historic interest. A four-day trip south of the capital will include visits in Taxco, Cuernavaca, Puebla and Cholula.

Air tour members will fly directly to Guadalupe where they will spend four days in the Republic's second largest city before arriving in Mexico City where the itinerary is the same as for the bus tour members. The four-day trip is also included.

Cuba and the West Indies

Eighteen-day boat and bus tours to Cuba will leave from Miami. Members of these tours will spend eight days visiting in Havana, with excursions to Botabano and Pinar del Rio. From the capital the groups will travel east over the Central Highway to Santa Clara. From this provincial capital members will visit Caibarien, Cienfuegos and the old colonial city of Trinidad.

An air tour of 19 days will also leave from Miami and will include Havana, Cuba; Port au-Prince, Haiti; Ciudad Trujillo, the Dominican Republic; and the principal cities of Puerto Rico. Travelling between countries by Pan American Clipper, tour members will visit not only the most interesting spots in the capital cities but also the interesting country around these cities. These excursions will be made in five-passenger cars.

New England and Canada

Tours will be conducted to New England and French Canada. These tour groups will spend five days in historic Boston and surrounding areas including Lexington, Concord, Salem and Plymouth; a drive along the Atlantic coast to Portland, Maine. From the sea the groups will drive through the White Mountains of New Hampshire to Newport, Vermont, across the Canadian border and travel to Quebec City. Three days will be spent visiting the old city and the numerous points of interest in the vicinity. A special feature of this tour is a two-day boat trip down the St. Lawrence River and up the Saguenay River gorge to Bagotville. From Quebec the groups will travel to Montreal, then go south along Lake Champlain stopping briefly at Fort Ticonderoga before spending the night at Albany.

Descriptive folders on each of the tour areas are available from the Division of Travel Service, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. These folders include tour dates, itinerary and costs.

Bibliographies on each area are also available from the Travel Service.

Pay Teacher for Overtime

I BELIEVE that every child is entitled to a fair educational opportunity and how is he to get it if one-tenth of our present teachers are teaching on Emergency Certificates! The birth rate of our country has grown by leaps and bounds, and Missouri has not failed in its quota! Why not make the issue a business one, put on the level of other businesses, and quit dilly-dallying around preying on the good natures of teachers who are expected to give much and take little. No wonder qualified teachers are leaving the profession!

It is talked that proposals may be made to advance salaries according to educational qualifications which is well and good, but let's go a step farther and give the teaching profession the up-build which it deserves.

Before any future development can be gained and before any accomplishments can be made, getting a qualified teacher is the first step. Take the proposed rates according to college credit hours for this. It is only fair! Why shouldn't a person classified as a college graduate with a degree get more salary than one classified as a senior, as a junior, a freshman, or one with no credit.

Secondly, why shouldn't experience be another point in favor of the teacher? It is so with other businesses and government work and rightly it should be. It seems, that in addition to base salary, years of experience should add to it just as longevity does with the armed forces or seniority in any job. Don't you agree that a person with several years of experience, even though he has the same number of college hours as you, should get a slight percentage over your salary?

Thirdly, let's pay overtime for hours worked in excess of the regular required schedule of duty. Make the hours of duty eight hours just like other businesses, taking one hour out for lunch. The lunch hour could be staggered so that each teacher could take his turn at required recess supervision. In the eight hours, besides meeting the regularly scheduled classes, this would allow the teacher some free time for grading of papers and other necessary

By AILEEN S. BRASHER

Campbell

routine so that hours at home need not be taken for this. If these steps were taken, there would be no teacher shortage. If a teacher is required to do extra-curricular activities outside of his regular line of duty, then he should be paid for hours worked in excess of eight. It is not fair that a person give of his time and efforts during after-school hours gratis while others rest. The amount of money given to teachers for supervising such activities in the average Missouri school is very small and many jobs are done without even a "thank-you". For instance, if a person must stay one hour after school hours for the purpose of coaching basketball or dramatics, then beyond his base pay he should receive overtime compensation of time and one-half. A person receiving \$1800 base would get approximately 93 cents extra pay a day for one hour's coaching. Overtime authorization should be granted and approved in writing by the school superintendent. Any school superintendent honest in his capacity would only authorize overtime when it was needed. If the school superintendent worked overtime, then it would have to be approved in writing by the person next higher in authority. The same rule applying to other teachers should also apply to the administrative group. No one would feel unhappy over salaries because he would be graded according to set standards.

This plan would make teachers strive to become better qualified. It would provide an incentive to stay on the job. Acceptance of extra work would result in more pay. I do not think it is fair that a teacher teach for thirty years on the same salary. No matter how great the initiative or the ingenuity of the teacher, the present situation gives no incentive to stay in the profession. It seems to me that the State should set up rules that would be applicable to all and fair to everyone. Come on, Missouri, let's make teachers ambitious instead of disgusted!

We Need to Make Teaching a Profession

NEVER HAS THERE BEEN so much publicity given to the shortage of teachers or to the low salaries paid to those engaged in this work. This is a fine gesture on the part of our newspapers, magazines, and radio commentators. But we should not expect some outside agency to do that which we should do ourselves.

When we are rated along with some of the professions, we rarely find our work placed on an equality with the banker and physician, the dentist, or the lawyer. In a recent survey found in a school magazine we note teachers in eighth place in social prestige, the same position they had back in 1925. Our own pupils usually rank us a little higher, around fourth or fifth in those taken in our own school. But they are not taxpayers.

Is it possible for teachers to do something about this? Perhaps a little lifting on our own bootstraps would aid in solving this increasingly difficult problem. If our work was a real profession would the school situation be in the critical condition it is in today?

Let us see just how professional we actually are. There are at least four criteria an occupation must meet before it can be called a profession. They are:

First, a definite period of training for those who enter it.

Second, the salary or compensation must be such as to attract the type of people who are capable of making the work a success.

Third, the members must belong to its organization and subscribe to its official organ.

Fourth, the members must have and observe a code of ethics.

How well do teachers meet these standards? Until recently we adhered fairly well to the first. However when teachers became scarce regulations were almost disregarded. There are few schools within the state which do not have one or more emergency teachers.

As for the second, little need be said. It is difficult to find a sufficient number of teachers who are partly qualified much

By J. W. WELSH
Principal High School
West Plains

less the type who could make the work a success.

One professionally minded would think it easy to meet the third standard. Surely in this day of organizing, teachers would belong to their organization 100%. The children we have had under us in the past believe in "belonging." They are now barbers, and bakers, and candlestick makers and they support their union. We do enroll nearly 100% in our MSTA but our membership in the National Education Association leaves much to be desired.

There are teachers who never heard of our Code of Ethics and a great many more who could not quote even one of its provisions. And if one had read it and could quote it from memory he could still violate practically all of its provisions and remain in the teaching "profession." Could you do that in other professions?

Perhaps some day we will learn from the pupils we have taught. We may even object to unqualified persons taking over the duties of our co-workers because they can be hired for a lower wage. We may even insist that our work is a life-time thing and not just a stepping stone into some other work.

RURAL LIFE AND EDUCATION MEETING

The Midwest Conference on Rural Life and Education was held at Coffman Memorial Union on the campus of the University of Minnesota, April 17-19.

Missouri is one of eight states included in the conference group. Educators from Missouri participating in the program were: Clarence Amen, Northeast Missouri District Supervisor, Columbia; Miss Viola Brandt, Northeast Missouri District Supervisor, Kirksville; A. G. Capps, professor of education, University of Missouri; Eli Mittler, director In-Service Education, State Teacher College, Kirksville; Miss Sallie Pattison, rural education department, State Teachers College, Kirksville; and Arthur Summers, State Department of Education, Jefferson City.

County Superintendents Elected

An unofficial list of the names of county superintendents elected for four-year terms at the April 1 school election is printed below. New superintendents will begin their term of office on July 1.

County Superintendent

Adair.....	OTIS B. HILL
Andrew.....	MISS DAISY E. ROBINS
Atchison.....	MISS L. BLANCHE TEMPLETON
Audrain.....	HOWARD MAXWELL
Barry.....	BUEL COX
Barton.....	DONALD LEE
Bates.....	DAVID A. JACKSON
Benton.....	JOHN OWEN
Bollinger.....	GLENN A. SEABAUGH
Boone.....	MRS. ALPHA HART LEWIS
Buchanan.....	LEONARD JONES
Butler.....	OTTO ALDRICH
Caldwell.....	CHESTER A. LEMERY
Callaway.....	BEN W. FREIBERGER
Camden.....	W. R. HENRY
Cape Girardeau.....	EDWIN SANDER
Carroll.....	J. A. BURNSIDE
Carter.....	J. S. ALLEN
Cass.....	W. DONALD STEWART
Cedar.....	W. H. RILEY
Chariton.....	MRS. ZOE WILEY
Christian.....	CHARLES F. BOYD
Clark.....	A. W. BRIGHTWELL
Clay.....	RALPH W. BALLEW
Clinton.....	MRS. W. LESLIE MEYERS
Cole.....	J. M. WILSON
Cooper.....	CHARLES A. REPP
Crawford.....	J. H. BRAND
Dade.....	LEWIS B. MONTGOMERY
Dallas.....	BYRON REA
Daviess.....	ERNEST C. McNITT
DeKalb.....	H. C. HOLT
Dent.....	EZRA CRADDOCK
Douglas.....	JOHN L. DUNN
Dunklin.....	G. H. RIDINGS
Franklin.....	O. E. BURKE
Gasconade.....	L. A. KRUEGER
Gentry.....	MARIAN LUNSFORD
Greene.....	PAUL ALAN HALE
Grundy.....	WALTER LEIBHART
Harrison.....	MISS RUTH MILLIGAN
Henry.....	J. W. MILLER
Hickory.....	MRS. NANNIE JINKENS
Holt.....	G. FRANK SMITH
Howard.....	OMER FOLEY
Howell.....	CLARENCE L. RENFRO
Iron.....	EDWARD J. BERRY
Jackson.....	H. M. CLEMENTS
Jasper.....	O. B. HAILEY
Jefferson.....	CLYDE S. HAMRICK
Johnson.....	MISS NELLIE WELLS
Knox.....	MISS BESSIE L. HUDSON
Laclede.....	WILBUR C. ELMORE
Lafayette.....	H. H. SCHAEPERKOETTER

Lawrence.....	JULIUS HELM
Lewis.....	MRS. MERLE T. BRADSHAW
Lincoln.....	MRS. CLAUDE CLARE
Linn.....	MRS. VERA RINEHART
Livingston.....	J. A. BOUCHER
McDonald.....	ALTON CARNELL
Macon.....	MISS MARY F. GRAVES
Madison.....	CLARENCE G. MOORE
Maries.....	FRANK L. HODGE
Marion.....	CORBIN L. POORE
Mercer.....	JOE R. ARNOTE
Miller.....	C. D. SNODGRASS
Mississippi.....	J. ABNER BECK
Moniteau.....	MRS. BERNYCE H. BAILEY
Monroe.....	MRS. MARY H. ACUFF
Montgomery.....	MRS. RUTH G. SNARR
Morgan.....	MOSS McDONALD
New Madrid.....	MILUS R. DAVIS
Newton.....	C. M. ROBINSON
Nodaway.....	W. H. BURR
Oregon.....	ROY S. DUNSMORE
Osage.....	CECIL W. KUSTER
Ozark.....	EVERETT HERD
Pemiscot.....	FLOYD E. HAMLETT
Perry.....	MRS. ORA N. GUTH
Pettis.....	C. F. SCOTTEN
Phelps.....	RALPH MARCELLUS
Pike.....	STEPHEN CORNISH
Platte.....	MRS. MARJORIE E. AIKMUS
Polk.....	MRS. MARVIN HOPKINS
Pulaski.....	J. C. UNDERWOOD
Putnam.....	A. B. SHELTON
Ralls.....	W. T. CRAWFORD
Randolph.....	MRS. ADA REYNOLDS
Ray.....	OTIS L. CHANDLER
Reynolds.....	W. A. WILLIAMS
Ripley.....	MRS. DACY E. HAWTHORNE
St. Charles.....	B. H. JOLLY
St. Clair.....	EDGAR A. HINOTE
St. Francois.....	R. E. WOOD
Ste. Genevieve.....	HILARY J. CARRON
St. Louis.....	RUFUS G. RUSSELL
Saline.....	MRS. MARJORIE NEFF HOY
Schuyler.....	MISS MARY YATES
Scotland.....	JOSEF POWELL
Scott.....	O. F. ANDERSON
Shannon.....	FLOYD J. SMITH
Shelby.....	G. H. JORDAN
Stoddard.....	JOHN A. WRIGHT
Stone.....	GENE HAIR
Sullivan.....	BASIL D. MURPHY
Taney.....	ERNEST REDFERN
Texas.....	LELAND SMITH
Vernon.....	HERBERT B. COOPER
Warren.....	MRS. EDNA R. POLSTER
Washington.....	R. C. KINDER
Wayne.....	C. M. RANDALL
Webster.....	OSCAR CARTER
Worth.....	KENTON THOMPSON
Wright.....	MRS. ESSA FINDLEY

Textbook Outlook For 1947

IN MISSOURI, a fine spirit of friendly, professional co-operation exists between the teachers and the representatives of textbook publishers. That is as it should be. Both serve the boys and girls of the state. The members of the Missouri Textbook Men's Association have a professional responsibility to inform the teachers of the state of conditions in the textbook industry. To this end, the president of the textbook bookmen's association requested the American Textbook Publishers Institute to present the facts concerning the textbook outlook for the school year 1947-48 as revealed by a recent survey of the Institute. The following summary is in response to that request:

Will the Supply Be Adequate?

The shortages of textbooks which plague schools will not be relieved before the beginning of the school year 1948-49. Improvement is being made however. The elementary and secondary schoolbook shortage has dropped from 12½ per cent in September 1946 to 9 per cent at the present time. The schools need, however, approximately 9 million additional texts to get back on a pre-war level.

Why These Shortages?

The supply of book paper is still inadequate although the production of such paper has increased substantially. This is true because of the increased demand for this kind of paper by trade book publishers, college textbook publishers, magazine publishers, and advertisers. Paper manufacturers believe, however, that by the end of this year adequate paper will become available.

Binders-board and book cloth for covers, and, at one time, glue were scarce during 1946. Publishers had extreme difficulty in getting printing and binding work done because of the lack of adequate machinery and labor.

Despite these difficulties publishers used

their ingenuity, skill, and best efforts to provide the needed textbooks. They procured paper and press-time wherever and whenever possible, diverted paper from general lists to textbooks whenever possible, postponed new and revised editions, and discontinued obsolete and slow-moving titles. The result was that, despite shortages, difficulties, and delays, the schools of Missouri, as well as those of the other states, were served in a manner better than predicted.

Cost of Textbooks

The cost of manufacture of text and reference books has increased materially. Lino-type composition, electro-type plates, printing, binding, cost of paper, cost of book cloth have increased in price to an extent that the manufacturing costs of books are now at least 50 per cent greater than they were in 1942.

It is impossible for a textbook publisher to adjust his selling price to reflect every fluctuation in each process of manufacture. Some of the cost increases are of a temporary nature and publishers hope to absorb them. However, other cost increases are of a fixed nature and will have to be covered by increased selling prices. Educational publishers will continue to absorb as much of the rising cost of production as possible; competition will cause them to do so were there no other reason.

The best estimate at the present time is that text and reference books will cost probably 40 per cent more than they did in 1942. School authorities over the country are taking this increase into account in preparing their budgets for this school year.

Textbook publishers appreciate the patience and the understanding of the teachers and school administrators of Missouri. They pledge anew their best efforts toward supplying the books needed by the boys and girls of the state in 1947 at reasonable prices.

Why Should Teachers Sign Contracts?

WHY SHOULD TEACHERS sign contracts? Almost no other workers are required to sign contracts binding themselves individually to a given job for a period of months. If opportunity comes knocking at the door of the average person in the form of a better-paying position or other type of promotion, he or she is free to accept the better job.

Why is not this same freedom accorded to teachers? Certainly no other group needs an opportunity to better themselves more than teachers. One might argue that it is not good for pupils to have a frequent change of teachers. But should not teachers be given more consideration in the matter than they are?

Often a teacher is given only a few weeks time in the spring to look about for a better place before signing a contract to continue in her present position another year, or else relinquish all rights to the position. Usually teachers are very busy with their school work at this period. Does it seem that they are given a fair opportunity for advancement?

This situation tends to hold down teachers' wages. School boards realize that when a conscientious teacher signs a contract she will not break it even though she does receive a better offer later. And they consider it only good business—whether true or not—to employ her as cheaply as possible. Most teachers will sign early in the season at a salary with which they are not satisfied rather than remain in uncertainty about the future.

If it were ethical for one school to offer a teacher in another school a better-paying position at any time during the year, there would be greater competition among the schools for the best teachers and better salaries would result. It is usually considered ethical to do this in the case of superintendents—even when under contract. Why is a different code of ethics applied to classroom teachers?

No doubt you are thinking that it would not be practicable to eliminate teachers' contracts. School boards and superintend-

By N. D. VOGELGESANG
Superintendent of Schools
Platte City

ents would be in a greater state of uncertainty than ever regarding their teaching staffs for the coming year if they were not under contract. And teachers themselves would have no assurance that other teachers would not be employed to replace them at any time without warning. But does not this same situation exist wherever people are employed without contract? Usually it is considered to be to the mutual advantage of both employer and employee not to have a contract.

You may also contend that it would be bad for pupils to have frequent changes of teachers during the school year. But sometimes the opposite might be true. And is it not possible that we are inclined to over-emphasize the harm done by changing teachers? Of course it is bad to replace a strong teacher with a weak teacher. But, on the other hand, it usually helps the situation to replace a weak teacher with a strong teacher. And it probably does no particular harm to occasionally replace a teacher with another of equal ability.

Probably the solution to the problem of frequent teacher changes is to bring about greater equality in teacher salaries through national and state aid, local district reorganization, minimum salary laws, and other measures. If the salaries of all teachers were brought up to the level of the best-paid teachers of the country, there would be little reason for the restlessness which now exists among teachers. And if good teachers were not seeking better positions, the less efficient teachers would not have undue cause for fear of dismissal.

Not only should we have more equitable salaries for teachers but we should have more uniform working conditions. Teaching loads, sick leave privileges, physical conditions, and other factors should be much more uniform than they are at present.

Teacher contracts help boards of education to perpetuate inequitable salary schedules and working conditions. Contracts are of no value to good teachers. They do protect teachers who are unsatisfactory and boards of education who are unable or unwilling to do much for their teachers.

One frequently hears boards of education complain that teaching contracts are "one-sided affairs" because teachers may "jump their contracts" while boards must abide

by them. If your board takes this view, just try making them a "sporting" offer to teach next year without a contract. You will probably make them realize that it is actually the board that wants the contract in these days of teacher shortage and not the teacher.

As a part of the movement to have teachers treated like human beings, why not free them of the slavery of the teaching contract?

A Social Heritage for Our Children?

WE HAVE RUN the gantlet of "race prejudice" for the past twenty-five years, and continue to feel the sting of its innuendoes even yet. Obviously we have some very definite opinions and slants on these disintegrating experiences. Some are printable, some explainable, some ridiculous, all pre-posterous. We can still hear that half-baked rural creature in high school tell us that we should never be able to complete college. Because our people and background did not have the mind to do it. And this was the message he gave to all "foreigners". After we had conquered environment and ignorance, and began to think the world had a heart, along came a teacher, blinded by prejudice and crushed the embryonic efforts made at great cost.

Upon becoming a teacher (not to mention the experiences I had trying to get a position) we were sure the gantlet would disappear. *Don't you believe it!* It was more organized, more erudite, more rational and more sophmoric. The classroom was the most convenient place for its distribution. It was more cleverly camouflaged by floriated redundancy. It was easily explained by the veneer of social etiquette, or the smile of hypocrisy.

Is this to be the heritage of our children? It has been so in all places we have taught. Perhaps we are too sensitive. No! It is far easier for teachers to inflate their ethnocentricity by perpetuating the prejudices and social myopia of previous generations, than to study the problem of *people* relations realistically. This latter thought would re-

quire teachers to be a part of society instead of apart from same.

Thus it is, that only those teachers who understand the total pattern of *people* relations, should teach, orient, and motivate students separated temporarily by cultural differentials. This type of student body needs sturdier scaffoldings, resilient personalities, and cosmopolitan minds in their teachers. These are not native gifts. They can be the assets of any "living teacher". This type of teacher knows the discriminating uses of such words as race, culture, nationality, environment, personality, and mentality. Instead of being tin gods, to whom students pay homage, the teacher becomes stepping stones to higher cultural values and methods.

Let's make it compulsory for teachers to at least study in their training, problems of *people* relations and cultural anthropology. It is vital that pathological perspectives in this field be removed. Teachers must be clearing houses, not storage spaces.

EXHIBIT SPONSORED BY MONTGOMERY CITY

An exhibit of water color paintings by prominent St. Louis artists was on display at the Montgomery City grade school April 10. The display was sponsored by the Wednesday Study Club of the city. Teachers and pupils of the county were invited to inspect the exhibit.

Why Some Children Fail in Reading

IT IS NOT UNUSUAL to find, in the average classroom, at least one child of normal intelligence who has failed in reading. This poor reader may excel in arithmetic, art, experimental science, or any phase of school work that does not involve reading. He may be well adjusted to his school situation, finding an outlet for his interests in non-reading phases of school work. More often, however, the poor reader is an outstanding problem child. He failed where others of his intellectual level succeeded, and not being able to analyze and comprehend the situation, he began hating reading, or the teacher, or school work in general. Regardless of the individual emotional reaction, the basic problem remains the same: an intelligent child failed in reading.

Many teachers accept reading as the criterion of intelligence and brand as "dull" any child who fails to read. Intelligence tests of the reading type may confirm this judgment, especially in the upper grades as the test begins to depend more and more upon the pupil's ability to read the questions. As an example of the discrepancy in tests, a sixth grade boy in our school scored 80 on the Kuhlmann-Anderson Intelligence Test, while the California Test of Mental Maturity showed his I. Q. to be 112.

It goes without saying that a child's reading achievement cannot be expected to surpass his mental age level; thus low intelligence may be one cause of poor reading. Defective vision, defective hearing, emotional and physical disturbances all may play a part in reading failure. But these factors still do not cover a considerable number of cases of poor reading.

In a recent survey conducted in our school reading clinic, fifty-two children between grades two and six were tested to determine causes for lack of progress in reading. I. Q's, according to the California Test of Mental Maturity, ranged between 72 and 124. Thirty-three of these children had I. Q's above 90; hence, they were considered normal in intelligence.

By ESTHER KAISER
Remedial Teacher
Jennings

One child in the "normal intelligence" group had poor hearing, but the remaining thirty-two showed no deterring handicap in vision, hearing, or in general physical well-being. Yet all these children were retarded in reading; the degree of retardation varied from non-reading to the point where reading achievement lagged behind mental age level by one and one half years.

The Monroe Diagnostic Reading Test showed several characteristics common to the poor readers. Without exception, they scored low in word determination, especially when letter positions were reversed in such words as "not" and "ton," "spot" and "stop." General difficulty was experienced with letters similar in form but reversed in position such as "b," "d," "p," "q," also "u" and "n." In visual recall of nonsense words, these children showed extreme confusion in letter position. In cases of comparable intelligence, reading achievement varied directly with ability to recall nonsense words.

A test of laterality revealed that all the children of the "normal intelligence" group and two of the "low intelligence" group were of mixed dominance. The test involved twenty-four responses—eight in handedness, four in eyedness, eight in footedness, and four in ear preference. With mixed dominance, a child might show preference for his right hand, right foot, right ear, and prefer his left eye. Or the responses might be mixed, with the child preferring his right hand for some activities, his left for others. In most cases of mixed dominance, the child's mother was able to recall a case of left handedness, ambidexterity, or of non-reading in the family background.

In the group tested, the children with milder cases of reading disability showed

varying degrees of retardation, depending upon the extent of reading disability. All these children showed a history of a slow start in reading. Usually they made little progress in reading until their second or third years in school; from then on, they gradually improved.

The above data brings out the point that intelligence does not necessarily correlate with reading achievement. Rather, the poor readers seem to form a distinct group in which the usual variations of intelligence occur. Reading failures in the "normal intelligence" group may be attributed primarily to difficulty in recalling the visual image of the word. This lack of ability seems to be due to confusion in direction so that, within the word, letter positions are reversed and letters of similar shape also confused.

In oral reading, these children are not consistent in their pattern of reversals. For example, the word "left" may be called either "felt" or "elf," or the same child at a different time may call the word correctly. Sometimes a child will rearrange several words in a sentence in order to "make sense," and upon seeing the sentence, "The man was on horseback," may read, "The man saw no backhorse." Longer words, as a rule, are less troublesome than the short ones; perhaps the added length gives an advantage in maintaining direction.

From the time of his first exposure to reading, the child with a specific reading disability is characterized by his failure to recognize words by sight. His first attempts at writing may show a tendency to mirror letters, or to reverse pairs of letters in words; occasionally such a child will write whole words in mirror fashion. Number writing, too, may show the same characteristics. Spelling, for the child who cannot recall a word by sight, is even more difficult than reading; until he has learned to "sound" his letters, he will have little success with spelling.

Owing to the nature of his difficulty, a child with a severe reading disability does not respond to "sight reading" methods of instruction, and will remain a non-reader until reading instruction is adapted to his abilities. Teaching devices must be used that will enable the child to recog-

nize a word without depending upon his defective visual recall. In our remedial classes, the following procedure has proved effective.

1. The child learns to recognize the letters of the alphabet.

2. Next, he learns to associate letters with the sounds they are usually given in words. It is not difficult for a child to hear the letters, "m," "i," and "l" in the word "mile." This knowledge of applied phonics enables the child to recognize a considerable number of words. In milder cases of reading disability, the child usually shows marked improvement after one or two months of such work.

3. In oral reading, if the child is unable to call a word, the teacher may give the initial sound. This gives the child training in analyzing the word; it also straightens his direction if he is seeing the letters in a reversed position.

4. If a child can neither recognize a word nor sound it phonetically, he should trace the word, while repeating the letters, until he masters it.

5. The child with a severe reading disability will profit by work in the finer points of phonetic analysis.

6. Basic word lists, such as the Dolch list, are helpful since such lists include many of the short words that are confusing to the child.

The procedure suggested above is general in nature; it merely follows the principle of teaching the child to recognize words when visual recall fails. Specific teaching devices should be adapted to the needs and the problems of the particular child. Interest in reading is the point upon which the entire program should be centered; this, and the desire for achievement which seems inherent in every child.

NATIONAL CITIZENSHIP DAY

May 18, is to be observed as National Citizenship Day, also known as "I Am An American Day."

The National Education Association has established a committee to work through teachers and educational administrators in order to bring to local communities the proper recognition due those in training for American citizenship.

The NEA committee will be glad to assist with suggestions and materials. Address: Citizenship Committee, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

Our Teacher POETS

I'm not a talker,
I'm not a speaker,
All I am is just a teacher.
God made me so.

—ETHEL BOGGS DAMERON
Kirkwood

AWAKENING

TONIGHT it was I heard
Something subtle, without a word;
A little whispering in the air,
Murmuring with an accent fair;
"Remember not the wind and cold
For its dirge has been told"
Thus, we may see as one discreetly
How its lash is gone completely.
At any rate, of this I'm sure,
My thoughts are more serenely pure,
Because such softness undecieving
Makes of me a man believing.
Who can doubt when locks give way
And let us see just one mild day?
Instead of gray skies, skies of blue
So, Spring, we know it's really you.

—ALBERT L. MAXWELL
El Dorado Springs

A PRIVILEGE

OH, SWEET little ones entrusted in my
care
Dear God, it's a privilege to teach them
there
But help me, dear Lord, to pray for Thy
light
Cause Jesus, I need it to teach them right.

In this world of troubles, sorrows, and
strife
We teach them how to read, and to write
But yet I know it takes more than this
That someday they may have eternal bliss.

Peace can never be built on books alone
Dear God, it takes something that reaches
Thy throne,
And help me to teach it in the same old
way
For God, it'll come in handy some of these
days.

Kind Jesus, you've blessed me in many a
way
So help me never to lead one astray
These dear little ones entrusted in my care
Oh God, it's a privilege you've given me
there.

—WILBUR B. GOIT
Mt. Olive

FAIRIES

FAIRIES in the woods fairies in the dell;
They hide in the grass or the sweet blue-
bell.

At least I am told that is what they do,
But when I'm looking, I surely must shoo

Them far, far away, to a land they know,
And that I can't find, but wish I could
though.

Maybe I must try not to find their nooks
Where they can hide, so we'll have them
in books.

If I found the place, perhaps they would
flee,
And never return to this land, for me.

—CORA ROUSSIN THOMING
St. Clair

SCHOOL AND COMMUNITY

HEAVEN HOLDS ITS CANDLES

ALWAYS AT MIDNIGHT my mocking bird
Ripples to music so high
That it lifts in a scintillating strain
To the bowl of the throbbing sky.
It leads my gaze to the vast expanse
Of midnight's brimming cup,
Where Heaven assures me all is well,
Holding its candles up.

The night wind tiptoes by my bed
And gently strokes my hair,
Light fingers reassuring me
With its scented presence there.
Those candles, high in the heaven's dome,
Twinkle their friendly eyes,
Looking down at my screened retreat
With gladness, half surprise.

I would be lonely without the gleam
From Heaven in the night
And my mocking bird in the maple tree
To interpret the message aright.
But he trills it to me in a song that lifts
My heart from the shadow bars,
I drift to sleep knowing Heaven holds
For me its eternal stars.

—MAE TRALLER
Lockwood

ON THESE SCARRED SEATS

ON THESE SCARRED seats before us
Sit the Hope of America,
A challenge to our hopes and dreams and
prayers.
These are the embryo men and women who,
Tomorrow,
Will take their rightful places as leaders,
Shaping the destiny of, not only ourselves,
But the world.

Each day we toil with scrubbed and shining
Faces watching us.
(Though some aren't watching and some
aren't
Quite so clean.)

Theoretically, at least,
Each child is entitled to an equal portion
Of our time, to guide them to the free,
Wide horizons of the future.

And what do we do?
We betray them!
As we were once betrayed,
By that utopian myth, equality.

"Men are created free and equal"
Our intrepid forebearers said,
"Every child has a right to an education."
We have no quarrel with that!
But—we have allowed this brave platitude
To be misconceived to mean,
"Each child has a right to pass."

The bright child spends half his time
In aimless doodling
While we manfully struggle to impress
The barest facts on slow Johnny's mind.
We pass them both.
And make a mockery of education!

Seven-year-old Pete has known for two years
That three and four are seven
Slow Johnny still does not quite understand
That four and one are five.
So we drill, explain and drill
While Pete looks on with growing bore-
dom.

What heights could not Pete attain
If we were free to lead him?

We are chained to a set of standards
Inconceivably low, that were
Made to fit the "average" child,
Whatever that means.
But it makes no difference whether
They make the standard or not
We pass them all.
It is as much as our jobs are worth,
Not to!

With what high hopes we once set out.
Now the fragments of our broken dreams
Lie about us.

We have prostituted the eager minds
On that misty altar of equality.
The laggards and the dullards take our
time
While the Hope of America
Awaits
On these scarred seats.

—HELEN C. SEARS
Blairstown

Persuasion With a Punch

"Know Thyself." This oft quoted philosophy of Socrates is as applicable to life today as it was when it was first quoted nearly twenty-five centuries ago. Students of school public relations have come to modify the words of Socrates, "Know thyself and thy community and see that the public knows you." It has been said that the very starting point in influencing opinion is knowledge of attitudes which must be met. Whether the public's attitudes are based on facts is not important. That so many hold such ideas makes them facts which we have to know, to understand, and to face."

It is with a view to knowing opinion and to forming opinion that a popularized questionnaire has just been published by the National School Service Institute. Planned for popular appeal, the two-color, cartooned opinionnaire seeks to both sample opinion and form opinion regarding the schools. Scientifically planned, the questionnaire starts out (see illustration) with the thing which the public likes most to talk about, namely the good old days. Planned around the personal element of "your child," the opinionnaire seeks to have the public write the curriculum for their children. Such subjects as how to spend intelligently, the teaching of good manners, military training, teaching of American history, understanding of religion, ability to speak well, how to be a good citizen, and personality development are listed for evaluation by parents for teaching in the grade schools, in the high schools, or omitted from the curriculum.

When it comes to the all popular subject of how the schools teach reading, the questionnaire does not use the traditional approach. Rather, it asks the question, "Do you think children read as well as you did when you were a child?" Following this is a second question, "How much reading do children do now days as compared with your reading as a youngster?"

Perhaps the most significant query is planned to test the oft-heard comment regarding real estate organizations opposing school taxes. A question on this subject aimed to get at the facts as the public sees

By OTIS A. CROSBY
President

School Public Relations Ass'n

Remember the

Good Old Days?

Here are a number of things common to the schools you want to in "the good old days."



☐ Slate



☐ Kerosene lamp



☐ Water bucket and tin cup



☐ Dunce cap



☐ Outdoor toilet



☐ Wood stove



☐ Hickory stick



☐ Lunch pail

✓ Just check those which you would like to see used in today's schools.

them reads as follows: "Do you believe that good schools, attractive school buildings, and well kept equipment and grounds help increase the value of property in your community?"

A question that will lead directly to the hearts of teachers is one which is aimed to establish authority for better teaching tools and learning tools. Under the caption, "Help, Please," the question reads, "Do you think that teachers could do a better job of teaching if schools had more and better equipment and supplies?"

There is a whole page devoted to the hickory stick as compared to self-discipline. Another question pertains to the economic values of an education. Liberal space has been inserted throughout the questionnaire for additional expressions of opinion of those questioned.

The National School Service Institute, long recognized as a close friend of education, has copyrighted the questionnaire. In the interests of better educational opportunities for boys and girls and better support for the nation's school, the Institute is offering this questionnaire to school systems at exactly one half the cost, or one

cent each in quantities of 1,000 or more. Along with the questionnaire is a page of instruction regarding their use and interpretation and a tabulation sheet.

School people planning to sample opinion are cautioned to make a fair sampling—at least 10 per cent of the total population of the city. It is the opinion of school people who have previewed the questionnaire that such a scientific polling of opinion will aid materially in fortifying the school budget, in gaining promotional support, and in getting public council regarding contemplated changes.

The questionnaire represents a definite advancement in the technique of knowing the public and of making sure that they know the schools. Wherever public opinion regarding the schools has been scientifically measured, results have usually showed more liberal support of education than school people had dared imagine.

"Just A Second" stands to open up new backing for schools in every community. It can be obtained from the National School Service Institute, Shop 307—Palmer House, Chicago 3, Illinois.



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Making Arithmetic Practical

ONE OF THE GREATEST tasks we teachers face is to stimulate each of our pupils in class so that he or she can receive some definite value from each particular lesson. The more subjects we can correlate during one lesson the better learning environment we bring about for each pupil.

Let us illustrate how we correlated English, spelling, and arithmetic through a store project in the seventh grade junior high in Marshall, Missouri.

The suggestion of having a toy store was received with great enthusiasm. All the empty cans and boxes were brought and arranged on the shelves by the pupils themselves. A committee chose the name "Handy Dandy Grocery" from a list of names submitted by the seventh grade. Two girls offered to bring toy telephones. We

By MRS. FLORENCE KELLER
Marshall

might add, a little girl, unable to be in school because of illness, heard of the project and offered her tiny cash register. This was certainly an opportune time for us to develop in the English class the value of a "Thank you" note.

It was also the time to present to the class the unit "How To Use The Telephone Correctly." One pupil, the storekeeper, would answer the telephone correctly, take an order for groceries on real sales slips, check for correct spelling, figure out the amount of the bill, and give the correct change.

In the picture you will see the figures



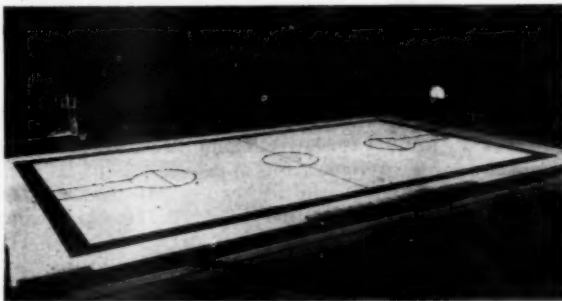
representing change. The student learned how to count from the amount of the purchase to the amount of the bill given by the purchaser. We brought in every little problem we could think of to make it like real life, even to the matter of the purchaser counting his own change.

After we felt we had had a learning experience, the less adjustable pupils continued to make change, check spelling, and figure average bills, while the more advanced learned business terms and continued the work of "Profit and Loss." We believe, that by looking at the articles in the store, they were able to understand better the terms "cost," "selling price," "margin," "profit," "turnover," "inventory," etc. It was also an excellent time to impress the meaning of percentage on the class as we figured the per cent of certain articles that were sold and the per cent not sold.

Another use made of the store was to imagine that we could buy merchandise other than groceries. The English class began the study of business letters and wrote orders from the store; to do this we used a mail order catalog. Other letters were written complaining of mistakes made in filling the orders. Here again we tried to meet the problems which are often presented.

The boys and girls seemed definitely interested in this project for many of them had experienced some of these activities during the summer months. Others who will leave school after the eighth grade certainly had the opportunity to understand and benefit by learning some everyday, practical experiences which should make them feel more able to take their places in the world.

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School Survey Now Underway

The survey of Missouri's public school system is now in progress under the direction of a special joint legislative committee.

Stemming from a resolution introduced in the Senate January 28, by Senator Jasper Smith, Springfield, the committee consists of five members from the Senate appointed by the President Pro Tem and five members from the House appointed by the Speaker.

Members named from the House are: Bryant, Zimmersheid, Boedeker, Holmes, and Vogt.

Selected from the Senate are: Hawkins, Williams, McColl, Allison, and Gibson. Senator C. R. (Ted) Hawkins, Brumley, is chairman of the joint committee.

Survey Outlined

The scope of the survey is broad. As outlined in the resolution the study and survey is to obtain "full data concerning the requirements for effective and efficient administration of the free public schools of the state, the financial requirements and needs thereof, the responsibility and effectiveness of local participation in school administration of the state and the need for revamping school laws in relation thereto."

Recent statements of the chairman indicates the survey is to study school tax rates and assessments, tuition, pupil transportation, state aid, the need for reorganization of school districts, the size of elementary and high school units, teacher qualifications, tenure, salaries and related problems.

After the study has been completed, it is the Committee's announced plan to have a series of bills drafted and ready for introduction when the Assembly convenes next January.

The Survey Staff

The Legislative Research Staff of the General Assembly heads the group designated to do the actual survey work. Head

of the staff is William R. Nelson, lawyer, St. Joseph, and a former representative. Amos Burks, member Research Staff since 1944, is a former teacher of economics, government and history in the Junior College of Kansas City. Herbert Funke, science teacher, senior high school, Maplewood-Richmond Heights, was recently appointed to assist in the work.

Consultants named to aid the Research Staff according to press announcements are Dr. Roy Brown, Dr. John F. Sly and Dr. A. G. Capps. Dr. Brown works for the Tax Foundation, Incorporated. The Missouri Public Expenditure Survey of Jefferson City has offered to make his services available without cost. Many will know of this organization through its activity in organizing local tax economy groups or Tax Economy Associations which work in cooperation with the state office. Dr. Brown is trained in the field of political science.

Dr. John F. Sly is secretary of the State and Local Government Section and professor of politics, Princeton University.

Dr. A. G. Capps, professor of education, University of Missouri, is known by school people over the state. Several assistants will probably be added to the survey staff.

A Citizens Advisory Committee of thirty members will be appointed by the Joint Legislative Committee. A proposed list of names for approval are to be submitted by the following: Mr. Nelson, Dr. Capps, Mr. Bryant, Mr. Hawkins and Mr. Edward Staples. Mr. Staples is Director of the Missouri Expenditure Survey.

This survey promises to be the most intensive setup since the State Survey Commission was created in 1929. The bill creating the Commission was signed by Governor Caulfield May 3, 1929, and the General Assembly appropriated \$60,000 to defray the expenses of the survey. The chairman of the present Committee estimates the cost of the proposed survey will be between \$10,000 and \$15,000.

The basis for the 1931 school law was largely due to the findings and recommendations of the educators who conducted

the research studies of the public schools. The 1929 survey was made under the auspices of the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, New York. Directors of the survey were Dr. George D. Strayer and Dr. N. L. Engelhardt. The field work of the survey and the preparation of the report were directed by Dr. Carter Alexander, Dr. Paul R. Mort, Dr. Willard S. Elsbree and Dr. Clyde J. Tidwell, members of the staff of Teachers College, Columbia University, plus Dr. C. E. Rarick Kansas State Teachers College and R. E. Tidwell, formerly state superintendent of schools of Alabama.

The educational problem is probably the greatest task before the Legislature. A complete and impartial school survey is indeed a part of the picture. The Missouri State Teachers Association advocated a complete survey back in 1943 and assisted in drafting House Bill No. 250, which would have set the survey wheels in motion. The measure did not survive the Perfection stage.

The Legislative and the Public Relations Committees of the MSTA at their meeting in Columbia on December 14, 1946, requested the State Board of Education to

proceed immediately with a survey in order to map out a complete educational program for Missouri.

Subsequent to this, Commissioner Hubert Wheeler asked the State Board of Education to authorize a comprehensive school survey. He recommended that the Department seek the aid of the Committee on Legislative Research, University of Missouri, Lincoln University, the State Colleges and Teachers Colleges and professional and lay organizations in the field. The State Board authorized the Commissioner to proceed.

Shortly after this the leadership in the General Assembly sensing a similar need announced plans for the survey which is now getting underway. Feeling that the General Assembly was the logical group to initiate the study and in order to prevent a duplication of effort and expense, the State Department immediately terminated its plans and offered its services to the special survey committee.

It matters little what group or agency makes the survey. The all-important part will be the conclusions arrived at and the manner of implementing changes needed.



Teachers of the Lincoln County Community Teachers Association enjoyed the social hour at the close of a program recently held at Silex. Music for the program was furnished by the Silex high school. Addresses were given by Mr. Charles Kemper and Dr. John Rufi. Mr. Eli Mittler lead a round table discussion.

Teachers Make Salary Schedule

THE TUESDAY MORNING, February 25, 1947 issue of the Joplin Globe carried headlines on the front page as follows:

"Salary Boost Recommended For All Joplin Teachers" "Raise Will Become Effective if Present Levy is Increased and Directors Chosen at April Election Approve -Single-pay Schedule Adopted."

Several years ago, the 258 teachers of Joplin, Missouri, were divided into three community teachers associations without an executive council of teachers. With each community teachers association going its separate way, it was felt that there was a lack of singleness of purpose or lack of an over-all view toward "getting the job done."

The need for an executive council of the community teachers associations was discussed on more than one occasion and finally was approved with the unanimous consent of the teachers two years ago. The Executive Council is composed of 15 members as follows:

Elementary Association—5 members—President, Vice-president, and 3 executive committee members.

Junior High Association—5 members—President, Vice-president, and 3 executive committee members.

Senior High-Junior College Association—5 members—President, Vice-president, and 3 executive members.

The Chairman of the Executive Council

By ROY S. WOOD
Superintendent of Schools
Joplin.

ing on Monday evening, February 24, for recommendation and final adoption by the new Board of Education organized after the April 1, election.

The schedule places all teachers on a single-salary basis which means that teachers with equal qualifications will receive the same pay regardless of whether they teach in the elementary, junior high schools, or senior high school. The new schedule is a departure from the plan which has been in effect in the past. Under the old schedule, junior high school and senior high school teachers received more than elementary school teachers even though the qualifications of the teachers were the same. The single standard will not apply to the junior college as teachers in that institution will receive \$100 more per year than those in other schools.

Scale for Five Years

The salary schedule proposed is a scale for five years beginning in September, 1947. Teachers with 60 hours of college work coming into the system for the first time are now paid \$1200 and under the new plan will receive \$1400.

New teachers with 90-119 hours of credit

Years	College Work				
	60-89 Hours	90-119 Hours	120 Hrs. B.S. B.A.	M.S. or M.A.	M.S. or M.A. in Junior College
1	\$1400	\$1600	\$2400	\$2600	\$2700
2	1400	1600	2400	2600	2700
3	1500	1700	2500	2700	2800
4	1600	1800	2600	2800	2900
5	1700	1900	2700	2900	3000

is elected by the members of this Council.

In addition to the many problems which appear before it, the Executive Council takes the lead in the public relations activities in the city as well as school legislation on a state-wide basis.

The above schedule was approved by the Board of Education at a special meet-

are now paid \$1354 and will receive \$1600 for the first year under the new schedule. College graduates having a Bachelor of Science or a Bachelor of Arts degree will receive \$2400 for the first year. The present schedule calls for \$1454, elementary; \$1599, junior high school; and \$1705, senior high school, with an annual increment for five

years. The maximum for a teacher with a B.S. degree will be \$2700 in the elementary, junior high or senior high school.

Teachers with masters' degrees in any one of the three branches mentioned will receive \$2600 the first year and will reach the maximum of \$2900 in five years. Previous maximums were as follows: junior high schools, \$1940; senior high school, \$2015. The old junior college schedule began at \$1949 and in five years reached \$2213.00.

At the present time, only a few elementary teachers are teaching in Joplin without degrees. In the future, a bachelor's degree will be required of all beginning teachers.

The proposed salary schedule for 1947-1948 was the work of a committee of six classroom teachers elected by the community teachers associations—two from each of the three community teachers associations.

The original idea of a teachers' salary schedule committee was presented to the Executive Council, approved and presented to the Board of Education by the Superintendent of Schools. After approval, the three community associations elected a salary schedule committee. The committee met with the Board of Education in two sessions—one closed and one open—the latter attended by representatives of the Chamber of Commerce, Junior Chamber of Commerce and various civic organizations.

The salary schedule adopted was a compromise between the one originally presented and two other schedules, all of which started on the same minimum levels. The original salary schedule presented by the committee had for its first five steps the schedule which was adopted. The committee worked many hours in determining a scale which would be satisfactory to the majority of the teachers. Materials and scales from many sources were examined with particular interest paid to those having a single schedule with like qualifications.

While the proposed salary schedule for Joplin will probably not meet all the desired changes necessary to the operation of a public school, it is felt that the democratic method used in building a salary scale will go far toward achieving the desired results.



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MAURICE F. SEAY
Director

Bureau of School
Service, Head,
Department
of Educational
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University of
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EVERY COMMUNITY has agencies to which the people entrust some of their interests. Churches, libraries, courts, fire departments, youth organizations, hospitals, conservation and farm-loan groups, service club, welfare agencies—these and many others serve the people and add to the quality of living.

How many agencies are working for the improvement of the community? Who sponsors them? What are their purposes? What are their activities? What are their limitations? Where are their local headquarters? How are they organized? Who are their representatives?

The community school knows the answers to these questions. It may have carried on a survey for the particular purpose of getting the answers. It may have learned them through its discovery that the agencies like other community resources, are valuable materials of instruction. It may know the answers because of years of working with the agencies.

There are very few published materials about community agencies. The usual social studies texts call attention to some of the most widely known agencies. But no general description of government, for

example, can give students a complete picture of their local government—who is in charge of it, whether it is good or bad, and why. Individual agencies have described themselves and their work, but these descriptions are often quite technical and in many cases do not include all phases of the agency's program. There are also a few directories or agencies, but it would be impossible to include every agency in every community. Besides, lists quickly become out-of-date. A list for even one community would have to be revised often. New agencies come in as the need arises—old ones disappear or merge with others. The community school does not depend upon textbooks or directories. Through its work with other agencies, it keeps informed about them, and, through its many educational activities for all age levels, it keeps the community informed.

Teachers are realizing the need for instructional materials that deal with community agencies. At the University of Kentucky, the Sloan Experiment is preparing a series of books about the agencies that can help students solve problems of food, shelter, and clothing. The six stories describe a rural community, the people who live there, the agencies usually found in

such a place, and the relationships between the agencies. The books, in mimeographed form, are now being tried out in several experimental schools, and will be published soon. Individual teachers and their students also are preparing materials about the agencies in their own communities as part of their community study.

Good schools become better when they know the other agencies in their communities.

Use Them

The school that knows about the other agencies in its community knows how to make use of their services.

Often the school needs the help of specific agencies on certain problems. If soil erosion is the problem, the school may call on representatives of the Forestry Division, Agriculture Extension, Vocational Agriculture, Soil Conservation Service. Juvenile delinquency may be the most urgent problem; the school can receive help from recreational groups, local government, character-building agencies. Other agencies help with other problems.

The community school leads in coordinating educational activities of all the agencies, and helps them avoid unwise duplication of services. It curbs over-zealous organizations that might otherwise run away with the school. At the same time, it is careful not to take over functions that belong to some other agency. It does not meddle. The basis of cooperation between the community school and other agencies is mutual understanding.

Coordination of the activities of agencies frequently is carried out through a league or council. The council may start in this way. The younger children in a school discuss changes they would like to make in their homes. "Running water, new steps, clean wallpaper—" The list grows. Older students hold discussions too. Parents grow interested. An organization is formed to do something about housing in the community. It consists of representatives from church groups, civic and welfare agencies, the P.T.A., and the school faculty. This council secures the services of two consultants in homemaking, who help the people form planning groups and action groups. Boys and girls organize into committees to go from house to house and

help with the actual work. They clean back yards and vacant lots, repair steps and windows, paper, paint.

Or the council may already exist. One such council consists of representatives from more than forty community organizations, including church groups, lodges, veterans' groups, and welfare agencies. Since its formation, the council has benefited the school in many ways; it has been particularly helpful in bringing interracial understanding—a problem in this community. Leaders in the school have participated actively in the work of the council. Good schools become better when they use the other agencies in their communities.

Help Them

The community school not only gets help from other agencies—it helps them.

The school responds to the requests of agencies. For example, the newspaper wants a column of school news; the school seizes this learning opportunity for students, who begin to supply articles regularly. The public library wants to expand its circulation to surrounding neighborhoods; the school arranges its bus schedule so that students can stop at the library on their way home, to get books for themselves and their parents. A farmer's cooperative needs a central location for the feed mill it is planning to build; the school provides a site on its grounds and the services of its vocational education staff. Various groups ask for rooms for meetings, study, or recreation. The school building is kept open all day and in the evenings, all year, so that responsible groups can use it.

Often the school discovers the need for a new agency in the community. It may help organize a soil conservation district. It may take the lead in obtaining rural electrification. It may stimulate interest in the formation of a civic club. Some community schools become centers for adult extension classes conducted by colleges or universities. Many schools house travelling libraries from state library departments.

Or the school may start some service which the community needs, and continue it until an appropriate agency or person can successfully take it over. A shop for repair of farm machinery, a cannery, a food exchange, a hatchery, a health clinic,

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Grades 2-9, by Ferris and Keener, is a series of text-workbooks for schools which prefer a consumable text-workbook. Their proper use assures a high degree of skill mastery.

High School . . .

ESSENTIALS OF COMMUNICATION, by Brewton, McMullan, and Page, for use in the four years of high school English, is a text-workbook series with units covering oral and written English, grammar, word study, the use of the library, and all other phases of a modern high-school program.

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a livestock improvement project, a scout organization, a moving picture theatre, a community club house, are examples of services the school could bring to the community. But while filling the immediate need, the school should be looking for and developing leadership which might carry on such services. It must always guard against assuming the proper functions of other agencies or going into business with students as unpaid labor.

The teacher, with his accepted position of leadership in the community, helps other agencies by participating in their programs. He should decide which agencies he can help most and should be sure that he is making a real contribution. He can easily "spread himself too thin."

The teacher should find ways in which students, too, can take part. This is how leadership develops—the widespread leadership that is essential to community growth. Working with agencies to improve their community gives students a sense of responsibility for the community, a real motive for becoming educated people.

Good schools become better when they help other agencies in their communities.

Why Not—

1. Find out what other agencies are doing in your community?
2. Keep your community informed about its agencies?
3. Prepare instructional materials that describe the programs of community agencies?
4. Secure help from specific agencies in your teaching?
5. Help to coordinate educational activities of all agencies?
6. Help avoid unwise duplication of services of agencies?
7. Respond to the requests of agencies?
8. Discover the need for new agencies?
9. Bring in new agencies that are needed?
10. Start some service which your community needs?
11. Develop leadership to carry on new services?
12. Make the school building a center for activities of agencies?
13. Participate in the programs of other agencies?

Secretary's PAGE

CLASSROOM TEACHERS

Any classroom teacher who is a member of the Association is automatically a member of the Department of Classroom Teachers. It seems that many are not fully informed in this respect.



MEMBERSHIPS

The Association now has 23,015 members—453 more than last year, and 225 Future Teacher members—113 more than last year. Missouri had 8,009 N. E. A. members as of February 28—1,222 more than for last year.

It is obvious that we should have several thousand more N. E. A. members and many more FTA members.



CINCINNATI

Missouri Headquarters for the Representative Assembly of the N. E. A. in Cincinnati; July 6-11, will be Rcom 619, Netherland Plaza Hotel.



COMMITTEE MEETINGS

The Executive Committee, Missouri Association of School Administrators, met at the Teachers Building on March 20. The Executive Committee, Missouri Vocational Association, met in the Conference Room, Teachers Building, on March 21, and among other things developed plans looking toward the annual meeting in St. Louis next November. It is good to have these and other groups meeting here regularly.

The Policy and Plans Committee met on April 19. Possible recommendations relative to sabbatical leave and teacher preparation, including emergency certification were on the agenda.

The executive Committee will meet on June 21. The major item of business will be the approval of the budget for the coming fiscal year.



INVITED GUESTS

It was a pleasure to have two hundred classroom teachers visit the Teachers

Building on March 29, and more than a hundred elementary school principals on April 11. Many of them had not previously seen their building.

It is always helpful and encouraging to have members call at Headquarters.



SCHOOL SUPPORT

Many school districts voted significant increases in local levies on April 1. The removal of constitutional tax limitations has tended to prevent a total collapse of the educational program in numerous districts.

In some districts the levies failed to carry and will probably be voted on again. Missouri is doing better from the standpoint of local support and certain districts have doubtless reached their limit.

The only proposals pending before the General Assembly that can possibly bring financial relief for the next school year are House Bills No. 59 and No. 60.

The federal aid bill that seems to be receiving the most serious consideration is S. 472. It is being actively supported by the N. E. A.



EXHIBIT

The dates for the summer exhibit of the Missouri Textbook Men's Association are June 16-27.



TEACHERS IN TRAINING

A survey of the institutions of higher learning in Missouri reveals that while the total number of students enrolled has increased 43% since 1938-39, the number training for teaching has declined 31%; that the number of graduates prepared to teach will be 40% less than in 1938-39; that only 63% of last year's graduates who were prepared to teach are teaching this year.

Due to the increase in birth rate, Missouri will need an estimated 4,600 additional teachers by 1960, and the teacher shortage is already extremely acute.

Answers You Should Know

1. Does the Missouri State Teachers Association have its own Group Accident, Sickness and Hospitalization Insurance Plan?

Ans. Yes.

2. Does our Group Plan include surgical benefits?

Ans. Yes, new special surgical benefits have been added for you and your dependents.

3. What Company underwrites our Group Plan?

Ans. The Continental Casualty Company of Chicago, Illinois.

4. What is the purpose of our Group Accident, Sickness and Hospitalization Insurance?

Ans. It is to replace part of the members salary loss and to pay hospital and surgical expenses, plus other valuable benefits.

5. What are the advantages of our Group Plan?

Ans. Lower rates, broader and more dependable coverage than can be purchased outside our Group Plan.

6. Does our Group Accident, Sickness and Hospitalization Insurance Plan give you more than just hospital benefits?

Ans. Yes, the main benefit of the policy is the weekly income. It provides you with a substantial weekly income in addition to your hospital and surgical benefits.

7. Are hospitalization benefits alone adequate protection?

Ans. No, many of our members have been paid weekly benefits for a full year for disabilities that did not require hospitalization.

8. What is the most important benefit of our policy?

Ans. The weekly payments; unsurpassed hospital and surgical benefits are paid in addition. The assurance of having a continued income when disabled gives each member peace of mind and security, plus actual cash in hand.

9. Is hospitalization provided in any hospital of your choice?

Ans. Yes.

10. Do hospital benefits begin the first day you enter hospital for either sickness or accidents?

Ans. Yes.

11. How many days of hospitalization may you receive each year?

Ans. Up to 35 days for each different condition of sickness or accident that requires hospitalization, not limited to any certain number of days per year.

12. Does our policy contain the non-cancellable and guaranteed renewable feature?

Ans. Yes.

13. Are all benefits in effect during summer months or vacation periods?

Ans. Yes.

14. Can teachers on leave of absence for study in furtherance of school duties continue to carry their Group Insurance?

Ans. Yes.

15. Are hospital and surgical benefits available for members' dependents?

Ans. Yes, the member's wife or husband and children between the ages of three months and eighteen years may apply for hospital and/or surgical benefits.

16. Can members retain their policies individually with the same premium and benefits if they leave the teaching profession to enter another occupation not more hazardous?

Ans. Yes.

17. Can members retain their policies individually with the same premium and benefits if they go into another state to teach?

Ans. Yes.

For insurance application blank and further information write Missouri State Teachers Association, Columbia, Missouri.

Adopt All Inclusive Dues Plan in Saline County

The Saline County Community Teachers Association at a meeting on March 17, adopted an all inclusive dues plan for payment of enrollment fees in professional organizations.

George Bailey, vice-president of the community association, says the all inclusive dues will amount to \$6.00. This sum will be divided, with \$3 going to the National Education Association, \$2 to the Missouri State Teachers Association, and \$1 to be retained for use by the local unit. This will give the county unit about \$200 with which to carry on professional work during the year.

Items of INTEREST

Gotlieb E. Barlow, superintendent of schools, Duenweg, for the past four years, has resigned to accept a position as principal of the Joplin East Central elementary school.

Charles E. Garner, assistant superintendent of schools, Webster Groves, will teach at the University of Minnesota at its summer session.

Charles Schrimsher, Jr., county superintendent of Camden county schools for the past eight years, has resigned to accept a position as superintendent of schools at Richland.

Wilbur H. Finley, superintendent of the Memphis schools for the past eight years, has been appointed elementary supervisor in the Moberly school system.

Josee Powell, superintendent of the Scotland county schools, has resigned to accept a position with the Missouri Farm Bureau.

C. S. Robinson, assistant superintendent of schools in charge of personnel in Kansas City, will teach at the summer session at Purdue University, Lafayette, Indiana.

Clarence Best, director of music at Maplewood-Richmond Heights, will be on the faculty of the Northeast State Teachers College at Kirksville this summer.

Basil Burks, superintendent of the Stoutland schools has been elected to head the Mansfield system. He succeeds John L. Dunn, who is the new county superintendent of Douglas county.

Emit R. "Abe" Stuber, coach at the State College in Cape Girardeau, has been named head of the athletic department of Iowa State College, Ames, Iowa. He began his duties April 1.

J. E. Godwin, superintendent of Risco schools, reports his board of education has voiced approval for a single salary schedule for teachers with a basic salary fixed at \$1800.

W. G. Christian, superintendent of Pickering public school, will leave with his senior class May 17, for a tour of the southwest and south. Reservations for accommodations have been made in advance. The group plans to visit Colorado, New Mexico, Texas, Louisiana and

return by way of Mississippi, Tennessee and Arkansas.

Mrs. Hazel Bair has been appointed as third grade teacher in the Sweet Springs elementary school to fill the vacancy created by the resignation of Mrs. Dolores Welch.

Donald E. Sater, superintendent of Ethel public schools, reports that 90% of the students are participating in the hot lunch program. Plans for next year call for enlarged and improved facilities.

Dolph Lain, principal of the Moline, Illinois, school, has been appointed representative in Missouri for the Encyclopaedia Britannica Films, Incorporated. Mr. Walter S. Renner, who had been representing the company in Missouri and Illinois, will now work only in Illinois.

Mr. Lain had served the Moline school system for twenty-three years. The last five of these years he was principal of the senior high school and had previously been director of visual education for the entire system. He expects to move his family to Columbia about mid-summer.

F. T. A. ORGANIZED BY DR. LOCK

It should have been stated in the April issue that the Mary R. Harrison F. T. A. Chapter at Park College was organized under the sponsorship of Dr. Ethel D. Lock, Head of the Education Department.

PLAN FOR RADIO WORKSHOP

Plans are being made for a radio workshop for teachers to be held at Radio Station KMOX, St. Louis, from June 16 to July 3. Courses will be offered in the fundamentals of radio, script writing, radio production, and classroom utilization of broadcasts.

Any Missouri educator, or college student, who is interested in obtaining further information about the workshop should write to the Educational Director, Radio Station KMOX, 401 South Twelfth Street, St. Louis, Missouri.

RAYTOWN BOOSTS TEACHERS SALARIES \$203

The Raytown board of education recently granted each teacher a \$200 cost-of-living check according to superintendent Joe E. Herndon.

Neosho FFA Members Pass Driving Tests



FFA members of the Neosho high school recently completed satisfactorily their driving tests. In the back row at the left is their vocational agriculture instructor, Kenneth L. Russell, and R. W. Anderson, superintendent of schools

The three-quarter ton truck was purchased with funds derived from the sale of waste paper collected during the past four years. It is available for use of FFA members in connection with their project work. It is also used for field trips, project tours and any other activities connected with the wide range of educational

experiences furnished farm boys through vocational agriculture.

As a prerequisite to driving the truck all members must pass a comprehensive written test as well as a practical driving test. These driving tests were given through the cooperation of the Missouri State Highway Patrol.

PI LAMBDA THETA ANNOUNCES AWARDS

Pi Lambda Theta, National Association for Women in Education, has announced the granting of two awards of \$400 each for significant research studies on "Professional Problems of Women."

An unpublished study may be submitted on any aspect of the professional problems and contributions of women. The completed research study must be submitted to the Committee on Study and Awards by July 1, 1947. For further information write: Bess Goodykoontz, U. S. Office of Education, Washington, D. C.

JOHN ED. FUHRMAN HONORED AT LUNCHEON

John Ed. Fuhrman, county superintendent of schools, was honored at a luncheon recently at which time teachers in the rural schools and friends in attendance expressed appreciation for his work in the county school system. Mr. Fuhrman resigned as county superintendent May 1, to join the firm of D. C. Heath and Company, textbook publishers.

Mr. Fuhrman was presented with an initialed two-suiter traveling bag as a token of appreciation from the teachers, school boards and others associated with him in supervising the Linn county schools.

MALTA BEND ADOPTS SICK LEAVE PLAN

The Malta Bend board of education has adopted the MSTA Sick Leave Plan according to George Bailey, superintendent of schools.

DALLAS AND GREENE COUNTIES TO DISTRIBUTE SCHOOL FUNDS

The voters of Greene and Dallas counties recently approved the proposition to distribute the liquidated county and township school funds.

MONTROSE TEACHERS GET SALARY HIKE FOR NEXT YEAR

George W. Perry, recently re-elected superintendent of the Montrose public schools, has disclosed that teachers who will be employed in the system for next year will receive salary increases ranging from \$180 to \$450 per year.

The school levy was increased 25 cents on the \$100 valuation.

KIRKSVILLE TEACHERS COLLEGE BUYS LIBRARY

Purchase of a 16,000 volume library, plus 6,000 geological specimens and various chemistry and physics laboratory equipment, was announced recently by the Northeast Missouri State Teachers College.

The library and other material were purchased from the Central Wesleyan College at Warrensburg, which closed in 1941.

BOND ISSUE FOR MADISON SCHOOL

The Madison school district voted a bond issue for physical plant improvements by a vote of 134 to 6, according to Superintendent Arnold H. Kerr.

A thirty-five cent increase was also voted for school purposes.

ONE VOTE AGAINST LEVY

A levy increase of forty cents for debt service was voted by the Rogersville school district with only one dissenting vote. This makes a total levy of \$2.20 for the district according to Superintendent Ralph E. Hamilton, who was recently re-employed for his seventh term.

Only half of the school faculty have been issued contracts for next year according to Mr. Hamilton. The other teachers were not candidates for re-election.

CONFERENCE ON ELEMENTARY EDUCATION

The ninth annual conference on elementary education, sponsored by the NEA Department of Elementary Principals, will be held at Ohio State University, Columbus, Ohio, July 14-25, 1947.

The two weeks' workshop will be centered around the theme "Democratic Values in Elementary School Leadership." For information regarding tuition, housing and further details on the program write to Miss Eva G. Pinkston, 1201 Sixteenth Street, N. W., Washington 6, D. C.

DO YOU KNOW?

What achievement test series has been completely revised and will appear on the market in its new form by the fall of 1947?

What achievement test was standardized on the largest number of elementary school children ever tested in a single testing program?

For what achievement test did the standardization involve 15,534,200 pupil-item responses?

Only one test is the answer to all of these questions:

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The Columbia, Missouri, PTA Mothersingers



This group was organized in the Fall of 1945 to give all mothers of the PTA an opportunity to sing. The Mothersingers organization is nationwide, sponsored by the National Congress of Parents and Teachers and locally by the City Council of PTA.

At the present time there are 28 members, representing the seven PTA units in Columbia. Membership is not limited. Rehearsal is held once each week under the direction of Mrs. R. O. Clymer in one of the public school buildings. They sing for PTA, school, church, and community meetings and twice monthly over KFRU, the local radio station.

This is another means of promoting Parent-Teacher-Pupil relationships—through the medium of music. Other PTA groups might well sponsor such a project.

100% ENROLLMENT IN NEA

Since the last issue of the magazine, Troy and Boone Terre schools have reported 100% enrollment in the National Education Association.

NEWTON COUNTY REACHES 100%

The teachers in Newton county have enrolled 100% in the Missouri State Teachers Association. C. M. Robinson of Neosho is county superintendent.

\$2400 MINIMUM SALARY FOR TEACHERS

Three schools in Jasper county, after having voted increased levies, will be able to provide minimum salaries for degree teachers of \$2400 for next year.

These schools are Carthage, Joplin, and Jasper.

FILM STRIP AVAILABLE ON UNITED NATIONS

A film strip entitled "The United Nations at Work: the Secretariat" is available for use free to all schools. The strip is suitable for use with a standard 35mm. film strip projector. For this and other information regarding films dealing with the United Nations Organization write: Film Section of the United Nations Department of Public Information, Lake Success, New York.

COUNTY SUPERINTENDENTS

CONVENTION, JUNE 16

The statewide meeting of the county superintendents will be held in Jefferson City, June 16 and 17.

The convention will be held in the ballroom of the Governor Hotel. Details of the program are not available at this time.

THE PRESS AND EDUCATION

Newspapers and magazines have given generously of their space for the purpose of informing the public regarding the teacher crisis.

The National Education Association reports that during 1945-46, at least 135 articles on the teacher shortage and salary crisis were published in leading national magazines.

Much credit is due the National Education Association for its fine work in this respect.

WASHINGTON STATE ESTABLISHES \$2400 MINIMUM

The Legislature of the state of Washington recently passed legislation appropriating \$14,000,000 for an earmarked increase of \$500 in the salary of every certified employee for the biennium and established a minimum of \$2400.

This new legislation will give an average increase to the teachers of Washington of about \$750 per year and will raise the average of the salaries next year to approximately \$3150.

SCHOOL AND COMMUNITY

Where Are the SCHOOL BUSES?

by J. H. Shields,
Executive Vice President,
Superior Coach Corporation,
Lima, Ohio



There is no doubt about the seriousness of the school bus shortage—and the urgency of need on the part of so many schools. Yet getting the children to school SAFELY is far more important than just getting them there. Here is what one school bus builder is doing about both problems.

"Why can't we get our new school bus?" It's a good question, one which is being asked frequently by school officials from every section of the country, and one which concerns the welfare of 5,000,000 children.

It also concerns the bus manufacturer—vitality. Obviously, it is a question which cannot be answered in a single statement, or by a single reason. It is a complex problem. There are, however, a few basic factors and facts which, when understood, make the situation a little more clear, perhaps a little less distressing.

First, how widespread, and numerically how severe is the school transportation shortage? We know of course that the need is nationwide. Estimates on the number of new buses required vary according to the interpretation placed on the degree of need. Some buses now in use are still safe and serviceable but would be replaced under a normal buying program for operating economy reasons. Others are "border-line," can be kept operating safely for a limited time. Still others are worn out—in the "condemned" classification.

Every day sees a certain number of units move from one classification to another. Remember, however, that every day also sees a certain number of new buses delivered, and at a rate faster than the weary rattling of old ones toward the bone pile.

I have seen estimates ranging up to 60,000 units required nationally. Actually, most reliable figures indicate that about 25,000 school buses should be immediately replaced. Now here's a rather startling fact: the most buses ever produced in a single year by the entire school bus industry before the war was, in round numbers, 12,000 units.

Obviously, you say, there is only one practical

solution to this unbalanced relation between production and demand. Increase production. And that brings us to another set of postwar facts of life.

Ignoring here the very real pitfalls from a producer's standpoint, of expanding permanent manufacturing facilities beyond the maximum potential school bus market, we find that increasing production calls for increased quantities of materials and components. Especially steel.

We need go no further to find the master key to our dilemma—yours and ours. There isn't enough steel to go around . . . and even if there were, there aren't enough box cars to haul it fast enough for most school bus manufacturers to maintain the schedules they want. And if you're not already mentally whirling, remember that more steel will have to be diverted to build more box cars!

As always, however, there is a bright side to this discouraging picture. For example, Superior (the only school bus builder for which I can speak) is building and delivering more school coaches, as this is written, than at any time in history. Further, knowing that the supply-demand balance is still months and years ahead, we are doing everything within our power to maintain and increase our production schedules. Further, these coaches we are building are engineered with the construction features which we continue to consider our most important responsibility—All-Steel Safety Unistructure frame and 22 other major safety improvements which Superior has pioneered since 1931.

Our final reminder: the only real foundation for dependable built-in safety in school transportation is manufacturing know-how, backed by years of pioneering design and road testing under all operating conditions. That kind of safety is worth waiting for.

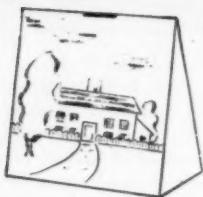
J. H. Shields

THIS MESSAGE, SPONSORED BY SUPERIOR . . . THE COACH THAT'S FIRST IN THE FIELD

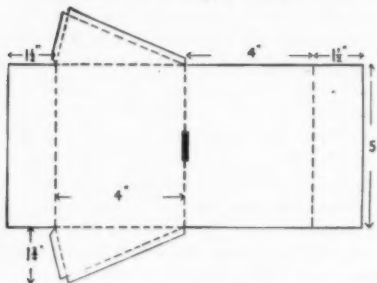
MAY, 1947

229

CRAYOLA CLASSROOM PROJECT



A Penny Bank



Use stiff white paper $8\frac{1}{2}'' \times 11''$. This allows 5" for the body of the bank plus $1\frac{1}{4}''$ each side for the triangular flaps. Cut a slot in the center. Fold along dotted lines as shown. Before pasting down flaps, decorate the front with CRAYOLA Wax Crayons. As decoration, let the student picture the object for which he is saving,



a home, bicycle, vacation trip, etc. For FREE CRAYOLA suggestion leaflet, send postcard to—
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New York 17, N. Y.

McCLUER TO LINDENWOOD COLLEGE

Franc L. McCluer, president of Westminster College, Fulton, since 1933, has been appointed president of Lindenwood College, St. Charles.

Dr. McCluer earned his B. A. Degree from Westminster College in 1916, the M. A. in 1920; and his Ph.D. from the University of



Chicago in 1928. He was a teacher in the Fulton high school from 1916-18; assistant teacher in the department of history and economics, Westminster College, from 1918-1920; John J. Rice professor of sociology and economics from 1920-33.

He is a member of Pi Kappa Delta, Kappa Alpha, Zeta Phi, Pi Gamma Mu, Omicron Delta Kappa and was a member of the Missouri Constitutional Convention in 1943.

URICH TEACHERS GIVEN SALARY INCREASE FOR NEXT YEAR

The Urich board of education has reelected all of the present faculty with an increase in salary according to Oscar M. Kimbrough, superintendent. Only one of the faculty has failed to accept the new contract.

PHI DELTA KAPPA TO HOLD MEETING MAY 19

The members of Gamma Chapter of Phi Delta Kappa, University of Missouri, will hear Dr. Fred McKinney, professor of psychology, University of Missouri, at its meeting scheduled for Monday evening, May 19.

The meeting will be held in Room 219 of the Education Building, University of Missouri, at 7:00 p. m. Light refreshments will be served. Out-of-town members are urged to attend.

PUBLIC RELATIONS MEETING

The American College Public Relations Association will hold its convention in St. Louis May 14-17, with St. Louis University as host.

Emphasis in the convention program will be on the informal discussion of the broad aspects of public relations for higher education. For further information write: William A. Durbin, director of public relations, St. Louis University, St. Louis 3, Missouri.

ELECTED SECRETARY-TREASURER WEBSTER PUBLISHING COMPANY



E. Quentin Johnson

E. Quentin Johnson was recently elected to the office of secretary and treasurer of the Webster Publishing Company, educational publishers located in St. Louis. Mr. Johnson also serves in the capacity of production manager. He is a graduate of the Harvard Graduate School of Business Administration and Amherst College. He is a member of the Amherst, Harvard, and Missouri Athletic Clubs.

COUNTY-WIDE SPELLING CONTEST

A county-wide spelling contest in which 368 grade and high school pupils participated was held recently at Lebanon under the direction of Mrs. Hazel Ponder, county superintendent of schools.

One hundred words were pronounced to each grade from grade five through high school; fifty words were pronounced to grades three and four; and twenty-five words to grades one and two. Eighty-eight students made a perfect score.

This is the second year for the contest to be held and pupils participating have shown an increased interest in spelling.

PRESIDENT PARKER SCHEDULES MANY COMMENCEMENT ADDRESSES

Dr. W. W. Parker, president of the Southeast Missouri State College, has scheduled many commencement addresses. President Parker is always an inspiring speaker. His commencement engagements are as follows: Parma high school, May 8; Eureka high school, May 15; Farmington high school, May 16; Kewanee high school, May 22; Washington high school, May 23; Pacific high school, May 28; Central College, Fayette, June 2; West Frankfort high school, West Frankfort, Illinois, June 5; and Central Missouri State College, Warrensburg, July 30.

NEW TEACHERS FOR WARRENSBURG SUMMER SESSION

Nine appointments to the college faculty for the summer session has been announced by President George W. Diemer.

Appointments include James M. Ridgeway, speech instructor, Springfield State College; Dr. Guy V. Price, director of social studies, Kansas City Junior College; Verna Zimmerman, physical education, St. Joseph; Nell E. Sampson, art teacher, Independence; Mrs. Carmin Reed, mathematics teacher, Odessa; Mary Roop, reading clinic head in the E. C. White school, Kansas City; Lavon Wilson, primary teacher, Independence; Ruth Castle, Kansas City; and Allen Pollock, Kansas City.

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5 DAYS from . . . \$29
7 DAYS from . . . \$42
14 DAYS from . . . \$95
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1947 SUMMER SESSION

First Term: June 6-July 18

Second Term: July 21-Aug. 29

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VISITING PROFESSORS

HAROLD BENJAMIN
(Dean, College of Education, University
of Maryland)
"Educational Problems in Foreign
Countries"

MORRIS A. COPELAND
(National Bureau of Economic Research)
"National Income & Other Basic Eco-
nomic Measurements"
"Full Employment & Free Enterprise"

BENJAMIN FINE
(Education Editor, New York Times)
"The Public and The School"

HEROLD C. HUNT
(Superintendent of Schools, K. C., Mo.)
"The Expanding Role of American
Education"

ROBERT ULICH
(Professor of Education, Harvard)
"A Modern Philosophy of Education"

LUCIEN WOLFF
(Former Rector, University of Rennes)
"Andre Gide" (in French)
"Late Nineteenth Century French &
English Literature" (in English)

GEORGE BORNOFF
(Columbia University)
"Music Education in Violin Teaching"

COENRAAD V. BOS
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W. F. HUPE TO RETIRE



W. F. Hupe, dean of the county superintendents in Missouri, will retire from his office as superintendent of the Montgomery county schools at the expiration of his present term.

In past meetings of the Association of County Superintendents Mr. Hupe has been honored for his years of devoted service to the profession.

The resolutions printed below express the true feeling of those who are personally acquainted with Mr. Hupe.

Resolutions

Men who are diligent in the service of others eventually reach the time when a period of restful retirement has been earned.

W. F. Hupe, the last remaining county superintendent of schools elected in 1909, has reached that period in service and has decided not to be a candidate for re-election.

Therefore, be it resolved by the Montgomery County School Board Association and the Montgomery County Schoolmaster's Club that we extend to Mr. Hupe our felicitations as the Elder Statesman in our educational circles, our thanks and appreciation for the service he has rendered to the schools and to tens of thousands of persons of his native county.

Be it further resolved that we extend to our retiring friend the utmost good wishes for a long and pleasant life as a private citizen.

Be it further resolved that a copy of these resolutions be sent to Mr. Hupe, to the "School and Community," to "Missouri Schools," to each newspaper of Montgomery County, and be spread on the minutes of the County School Board Association and of the Montgomery County Schoolmaster's Club.

Herbert Jeans, President County
School Board Association

R. H. Long
President of Schoolmaster's Club

SCHOOL AND COMMUNITY

VERSAILLES CLASSROOM TEACHERS ORGANIZE

The teachers of the Versailles public schools recently completed their organization of a local branch of the Department of Classroom Teachers under the Missouri State Teachers Association and affiliated with the National Education Association.

The organization elected the following officers: president, Arthur Davis; vice-president, Mrs. Robert Stockton; secretary, Wilma Lamp-ton; and treasurer, La Vera Lehman.

COMMUNITY PLANS TO HONOR TEACHER

The patrons and former pupils of Miss Agnes Ritchey, primary teacher of the Nelson public schools, plan to honor her at a special program on May 14.

Miss Ritchey plans to retire. She has taught thirty-six years in this community according to D. D. Burr, superintendent of schools.

In connection with the celebration there will be an open house permitting friends and former students of Miss Ritchey to visit and enjoy discussing past experiences. A basket dinner will be served during the noon hour and a special program will be presented in the afternoon at two o'clock. Miss Ritchey will be presented with a special plaque.

Brock Elected President Of Administrators Group

The Missouri Association of School Admin-istrators at its recent meeting held in Columbia



R. R. Brock

elected Raymond R. Brock, superintendent of schools, Liberty, as president for next year. The other officers named were: vice-president, Roi Wood, superintendent of schools, Joplin; secretary, M. C. Cunningham, dean of the State Teachers College, Maryville; treasurer, Everett Keith, executive secretary, Missouri State Teachers Association, Columbia; and member of the executive committee, T. E. Stallings, superintendent of schools, Sikeston.

The Association adopted resolutions endorsing a number of the educational bills now pending before the General Assembly. Included in this group were: House Bills 59, 60, 128, 129, 151, 261 and Senate Bills 83, 84, 142, 177 and 178.

At the close of the meeting the new president, Mr. Brock, appointed a legislative committee to assist in securing the legislation enumerated in the resolutions of the organization. The membership of the committee is: chairman, Roi Wood; Frank Heagerty, superintendent of schools, Lebanon; and Milton Bierbaum, superintendent of schools, West Walnut Manor.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find
helpful and interesting



A Class Science Project
for teachers wishing to bring
home to students the immensity
of our *Solar System*

Here may be all the directions you need for helping your class set up a practicable scale model of the solar system—with the sun right in your own classroom, Venus up the hall and Saturn installed in all his ringed glory down at the school bus stop!

THE FOLLOWING TABLE of scaled distances—from the volleyball-size sun to each of the planets—has been worked out as a classroom aid for you by Chicago's noted Adler Planetarium. Fairly common objects are also suggested in this table, and each of these is considered of sufficiently accurate size to represent vividly to your class the relative smallness of the planets themselves in terms of this distance scale.

DISTANCE FROM "SUN"	SCALED DIAMETER	OBJECT
SUN	8.64"	VOLLEYBALL
MERCURY	30'	CARAWAY SEED
VENUS	56'	SMALL BEAD
EARTH	77'	SMALL BEAD
MARS	118'	CARAWAY SEED
JUPITER	395'	MARBLE "SHOOTER"
SATURN	740'	MARBLE
URANUS	1490'	DRIED PEA
NEPTUNE	2310'	DRIED PEA
PLUTO	3065'	SMALL BEAD

Scale: 1 inch to 100,000 miles.

THIS INFORMATION is from Mr. F. W. Schlesinger, Director, Adler Planetarium, Chicago, Illinois.



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Chillicothe, Mo.

SALARY INCREASE FOR NAYLOR

Salary increases for the next school term averaging 16 $\frac{2}{3}$ % have been granted Naylor teachers according to B. M. Gramling, superintendent of schools, who has been elected for his third term.

The high school faculty for the current year has consisted entirely of men teachers.

Recently the Naylor school district was allotted two buildings to be used for erecting classrooms for vocational agriculture and home economics.

NEW BUILDING FOR MATTHEWS

The Matthews consolidated school is in the process of constructing a 17-room high school building to replace one destroyed by fire in November, 1945, according to Superintendent Dee Norman Powell.

The new structure includes aside from the conventional classrooms, vocational agriculture classroom and shop, vocational home economics classroom, music room to care for band and vocal work, school lunch room, an extra-large study hall that can be used for assemblies, health clinic room, storage rooms, teachers workroom, two vaults, and principal's and superintendent's offices.

KIRKSVILLE TEACHERS COLLEGE HOLDS RURAL LIFE CONFERENCE

The Northeast Missouri State Teachers College sponsored on March 28, the Fifteenth Rural Life Conference. "The Enrichment of Rural Life" was the theme of the conference which provided educators with an opportunity to consider problems affecting the development and improvement of rural schools and community life. Scheduled on the program were educators with outstanding experience and training in rural education.

The conference committee was composed of Miss Sallie Pattinson, chairman; Dr. Almon Vedder and Miss Willie Whitson.

PETTIS COUNTY ADVISORY BOARD APPROVES SALARY SCHEDULE

Realizing that definite policies must be formed to cope with problems of teacher shortages, inadequate salaries, low school enrollments, poorly equipped schools, and increasing difficulties in financing schools, County Superintendent C. F. Scotten asked the Pettis county school boards in their annual convention to elect a six-man advisory board to consult with him.

After its election this board met and organized and unanimously approved the minimum annual salary schedule set up by the rural teachers of Pettis county, calling for a minimum salary of \$1200 for teachers with less than sixty hours of college credit and \$1600 for teachers with more than sixty hours. The salaries are to be paid on a 12 month's basis.

The county superintendent of schools has been directed by the board to gather pertinent data on the need of an enlarged school service area embracing the town of Smithton and fifteen or twenty surrounding rural school districts.

SCHOOL AND COMMUNITY

NO. K. C. LIONS CLUB ESTABLISHES TEACHER SCHOLARSHIP

The North Kansas City Lions Club has established an annual award in the form of a scholarship of \$400 to a member of the graduating class of the North Kansas City high school according to Herbert W. Schooling, high school principal.

The scholarship will be paid in annual payments of \$100 toward each of four years of training for the recipient.

The recipient must teach at least four years in an approved educational institution in order to fulfill the obligations under which the scholarship is granted.

The awarding of scholarships to future teachers might well become a project of many of the service clubs over the state and nation.

STANFORD HEADS TEACHERS CLUB

Cora Lee Stanford, a second grade teacher at Askew school, Kansas City, was recently elected president of the Kansas City Teachers Club.

Other newly elected officers are: Evelyn Young Allen, first vice-president; Augustus Fauss, second vice-president; Edna Ericson, recording secretary; Lutie Chiles, corresponding secretary; Clea Pickerill, treasurer; Lena Mae Smith, auditor; Ione McCahon, director; and Vertie Hulett, director.

Cooperative Council representatives elected for next year are: Carolyn Wright, Christine Reeves and Elizabeth Morris. Bess McCrudden, Nadeen Waggener, and Blanche Youart are alternates.

March of Time Features

"Teachers' Crisis"

The popular March of Time film for March, April, and May is featuring "The Teachers' Crisis." It has been scheduled for use in theaters throughout the nation and normally nine million people would see this picture.

Because of its vast public significance school leaders should urge local theater managers to use the picture.

Superintendents, principals, local classroom teacher groups, and County Community Teachers Associations should see that this version of the March of Time is used in every theater. If theater owners will not book the film, Community Associations might well offer to pay the cost of securing the film which is nominal.

The minimum cost of showing the film is \$4 and the maximum is \$16. The cost is based on population of the city in which the film is being exhibited. Towns of 2500 can secure the film for about \$5.

Booking of the film is handled in Missouri by B. B. Reingold, Twentieth Century Fox, 3330 Olive Street, St. Louis, Missouri. The film should be ordered by number. It is Number 8. The running time is twenty minutes.

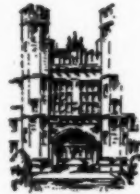
Here is an opportunity to promote a public relations program that will really count. See that your community receives its benefit.

Your Association has been informed that the picture will not be available in 16mm. size until next October or November.

MAY, 1947

WASHINGTON UNIVERSITY

Summer School 1947



First Session
(Credit, six units)
JUNE 16-JULY 23

Second Session
(Credit, six units)
JULY 24-AUGUST 29

Undergraduate, pre-professional, professional and graduate courses embracing:

Art and Archaeology	Five Languages
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SPECIAL FEATURES: Children's Clinic, Conferences, Seminars, Lectures by Arthur H. Compton, Chancellor of Washington University and George D. Stoddard, President of University of Illinois.

RECREATION: Outdoor Municipal Opera, Little Symphony, National and American League Baseball, Shaw's Botanical Garden, Forest Park and the St. Louis Zoo.

REGISTRATION: June 13 and 14; July 24 (second session).

Complete bulletin available
Frank L. Wright, Director, Summer School,
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Courtesy Troy Free Press

It's a young man's world, at least in the Keelstone school located on the Moscow Mills-Ethlyn road and taught by Mrs. Arlie Helmich. The fifteen pupils are all boys. Mrs. Helmich has taught in the same school for the past six years and this is the second year that her pupils have all been boys. The school is rated first class and provides a hot lunch program.

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WASHINGTON ELEMENTARY SCHOOL SALARIES INCREASE 177% SINCE 1941

The Washington Board of Education has established a new salary schedule providing for an average increase of thirty per cent over salaries in effect at the beginning of the present term, according to Supt. C. J. Burger. Professionally trained experienced elementary school teachers entering the Washington school system in 1941 at \$900 will receive \$2500 next fall, an increase of 177 per cent in six years. For

the school term of 1947-48 no professionally trained elementary school teacher who has taught in Washington for three or more years will receive less than \$2400. No high school teacher with similar experience will receive less than \$2400. The Board plans to set the starting minimum salary at \$2400 as soon as the General Assembly provides sufficient additional funds to make this advance possible. The new minimum for 1947-1948 is \$1900. Washington voters approved last year for a three year



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period a tax increase from \$1.11 to \$1.61. All Washington elementary school teachers hold a Bachelor's or a Master's degree and have had seven or more years of experience.

Substantial salary increases have been made in the high school schedule also. In 1938-39 the average salary of all Washington teachers, including administrators and special teachers,

was \$1,237. Next fall the average will be \$2,565, an increase of \$107%. All full-time teachers and other employees have been given also a \$100 salary adjustment for the current year.

Recent Opinions by the ATTORNEY GENERAL

Teachers Not Required to Retire

It is the opinion of the Attorney General that the mandatory retirement provision of the Public School Retirement Act, Section 6 (1) of House Bill No. 151, which provides that such a provision shall not be effective during the duration of World War II is not affected by the Presidential Proclamation No. 2714, December 31, 1946, which declared the cessation of hostilities because a state of war exists until a treaty is signed and not just until the cessation of hostilities. Therefore, the mandatory retirement provision will not be effective until such date as a peace treaty is signed or the termination of the war is declared by appropriate governmental action.

IMPORTANT EVENTS

JUNE

- 16 County Superintendents Meeting, Jefferson City, June 16-17, 1947.
- 16 Missouri Textbook Men's Association Annual Book Exhibit, M.S.T.A. Building, Columbia, June 16-27, 1947.

JULY

- 6 National Education Association Annual Convention, Cincinnati, Ohio, July 6-11, 1947.

AUGUST

- 4 Health Education Workshop, University of Missouri, August 4-8, 1947.

OCTOBER

- 3 Department of Secondary School Principals of M.S.T.A. Conference, Columbia, October 3 and 4, 1947.
- 9 Northeast Missouri District Teachers Association Meeting, Kirksville, October 9-10, 1947.
- 9 Northwest Missouri District Teachers Association Meeting, Maryville, October 9-10, 1947.
- 9 Central Missouri District Teachers Association Meeting, Warrensburg, October 9-10, 1947.
- 15 Southwest Missouri District Teachers Association Meeting, Joplin, October 15-17, 1947.
- 16 South Central Missouri District Teachers Association Meeting, Rolla, October 16-17, 1947.
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- 12 Missouri State Teachers Association Annual Convention, St. Louis, November 12-14, 1947.

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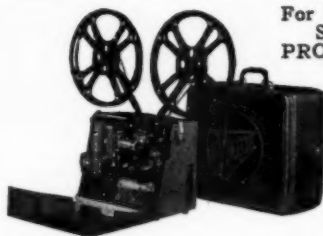
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Editorial PAGE

IT'S TIME FOR A STATE EDUCATION BUDGET

IT WOULD NOW APPEAR that the time has arrived for a fundamental change in the method of arriving at the amount of money our State should set aside for public schools. Instead of asking for one-third of the state revenue we should recommend that an education budget be submitted to the General Assembly.

The change is predicated on several sound reasons. Income of the State Treasury will probably reach its peak in the near future. When this occurs schools will have attained the maximum amount of state aid possible under the present arrangement. Psychologically this should be the level from which we should stage our battle for additional state funds. State revenue may even drop. This would mean an automatic cut in state aid under the present appropriation plan.

Undoubtedly it has been easier to get increased appropriations by seeking the traditional one-third as long as state revenue was on the up grade. A glance at the record is proof of the wisdom of this strategy. For the school year ending in 1940, state aid amounted to \$13,412,680.21; it amounted to \$27,870,456.91 this year. Most educators will agree that this \$14,457,776.70 increase (over 100%) would not have been so readily attained if schools had been on a budgetary basis. Many will recall the action of the House in 1943 when on Perfection the vote to reduce the school fund to 30 per cent was defeated by only six votes.

This education budget should set forth the amount of money needed to adequately finance the several services offered by public schools. It seems certain that such a budget will reveal the need for far more money than schools are now receiving. This is pointed up by the fact that we would need to spend \$15 more per pupil per year to bring Missouri even up to the national average. This lift alone would call for \$8,000,000 more annually.

To assume that the General Assembly will readily appropriate more money for schools merely because the request is made in budget form is wishful thinking. Some members of the Legislature have in the past suggested the budget basis merely as a means of pegging the upward swing in state aid.

Since 1887 it has been the practice of the General Assembly to appropriate one-third of the state revenue for schools. It takes courage and faith to advocate the departure from a tradition as old as this. However, the welfare of Missouri's 600,000 children must be placed above our sentiments for tradition. We need more state aid. Let's drive for this goal between now and next January, the time when the Legislature will probably return from its recess.

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